

VOLUME V

The

NUMBER 3

# A.T.A. Magazine

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

MAGISTRI NEQUE SERVI



AUGUST, 1924



## The Canadian Teachers' Federation

During the week beginning August 11th the fifth Annual Meeting of the Canadian Teachers' Federation will be held at Victoria, B.C., in the Empress Hotel.

A special C.P.R. train of delegates and visitors will arrive at Vancouver under the direction of the C.T.F. officials, and there will also be a special C.N.R. train carrying delegates and representatives from the Ontario Men Teachers' Federation. This gathering will be the largest and most representative of Canadian teachers as a body which the C.T.F. has yet been able to call together.

It is to be hoped that this meeting will take the steps necessary to establish a Teachers' Registration Council for Canada; and that the question of incorporating the profession in Canada will receive serious consideration. There are few teachers of standing in the profession who do not feel that some measure of this kind is desirable. A really strong profession must have a legal status.

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3. Cities, Towns and Villages marked by symbols denoting the Population and with Elevations and Contour Lines shown.
4. The Province is divided into four distinct divisions, i.e., Prairie, Park Land, Bush Country and Mountains.
5. Forest, Park, Game and Indian Reserves are clearly outlined.
6. All the main Motor Roads are printed in red.
7. The Natural Resources, including coal, gas, oil, timber, tar sand, fish, fur, game, etc., are shown in detail and limits defined.
8. The map has a large scale township plan showing the quarter sections and the way in which a township is numbered; also shows the divisions and numbers of the legal subdivisions in a section.
9. Watersheds, Contour Lines and Elevations are marked.

This map has been enthusiastically endorsed by Mr. John Ross, Mr. Geo. W. Gorman, Mr. W. G. Carpenter, Dr. A. M. Scott, and dozens of other Alberta educationists. Make a point to take this up with your School Board at once.

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## SPECIAL TRAIN VIA-

## In Connection With Teachers' Federation Convention Victoria, B.C.-Aug. 12-16th, 1924

### WESTBOUND SCHEDULE

Lv. Toronto 1.00 p.m., Aug. 4  
Lv. Winnipeg 11.30 p.m., Aug. 6  
Lv. Regina 2.30 p.m., Aug. 7  
Ar. Calgary 11.00 a.m., Aug. 8  
Lv. Calgary 3.00 p.m., Aug. 8  
Ar. Banff 6.00 p.m., Aug. 8  
Lv. Banff 6.00 a.m., Aug. 10  
Ar. Lake Louise 7.10 a.m., Aug. 10  
Lv. Lake Louise 2.00 p.m., Aug. 10  
Ar. Sicamous 11.00 p.m., Aug. 10  
Lv. Sicamous 4.00 a.m., Aug. 11  
Ar. Vancouver 5.00 p.m., Aug. 11  
Lv. Vancouver 10.30 a.m., Aug. 12  
Ar. Victoria 3.00 p.m., Aug. 12

### EASTBOUND SCHEDULE

Lv. Victoria 2.15 p.m., Aug. 17  
Ar. Vancouver 7.15 p.m., Aug. 17  
Lv. Vancouver 8.15 p.m., Aug. 17  
Ar. Penticton 7.35 p.m., Aug. 18  
Lv. Penticton 7.45 a.m., Aug. 19  
Ar. Cranbrook 4.10 p.m., Aug. 20  
Lv. Cranbrook (motor car) 5 p.m., Aug. 20  
Ar. Lake Windermere 9.00 p.m., Aug. 20  
Lv. L. W'mere (motor car) 9.00 a.m., Aug. 21  
Ar. Banff 5.00 p.m., Aug. 21  
Lv. Banff 10.37 p.m., Aug. 22  
Ar. Edmonton 8.30 a.m., Aug. 23  
Lv. Edmonton 10.00 p.m., Aug. 23  
Ar. Toronto 11.55 a.m., Aug. 29

Passengers may join special train at any point on Westbound journey, or may return with the special party on regular trains as outlined in Eastbound schedule above.

Literature and information as to inclusive charges for this trip, including fare, sleeping car, meals, hotels and drives, will be gladly furnished by J. F. Proctor, District Passenger Agent, Canadian Pacific Railway, Calgary.







# The A.T.A. Magazine

## MAGISTRI NEQUE SERVI

Official Organ of the Alberta Teachers' Alliance, Inc.  
Published on the First of Each Month.



EXECUTIVE OF A.T.A. 1924-25.

President: W. W. Scott, Calgary.

Immediate Past President: J. E. Somerville, Edmonton.

Vice-President: Golden L. Woolf, Cardston.

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### The A.T.A. Magazine

EDITOR: H. C. Newland, M.A., L.L.B., Edmonton.

ASSOCIATE EDITORS: T. E. A. Stanley, Calgary; J. T. Cuyler, Medicine Hat; Miss M. J. Goudie, Medicine Hat; C. S. Edwards, Edmonton; J. D. Ferguson, Calgary.

BUSINESS MANAGER: John W. Barnett, Edmonton.

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Vol V.

Edmonton, August, 1924.

No. 3

INNISFAIL S. D.  
CLUNY S. D. No. 2334

LUCKNOW S. D.

WABAMUN SCHOOL BOARD

WAINWRIGHT S. D. No. 1658

GLENWOOD CONSOLIDATED No. 32

REDCLIFF SCHOOL BOARD

VERMILION SCHOOL BOARD

Candidates selected for the above posts who are members of the A.T.A. are earnestly requested to apply for information to

JOHN W. BARNETT,  
General Secretary-Treasurer,  
Alberta Teachers' Alliance,  
10701 University Ave., Edmonton.

## Official Announcements

### TO SECRETARIES OF LOCALS:

#### PAYMENTS REQUIRED OF MEMBERS

Annual Salary	Membership		Subscription to The A.T.A. Magazine	Total
	Dues to A.T.A.			
(1) Under \$1500 .....	\$ 5.00		\$ 1.00	\$6.00
(2) \$1500 but less than \$2000.....	7.00		1.00	8.00
(3) \$2000 but less than \$2500.....	9.00		1.00	10.00
(4) \$2500 and over .....	10.00		1.00	11.00

These fees do NOT include the local Alliance fee.

### NAMES AND ADDRESSES OF LOCAL SECRETARIES

Local Alliance	Name and Address of Secretary
BANFF .....	Hugh J. Macdonald.
BASHAW .....	J. L. West, Bashaw.
BEISEKER .....	D. Gallagher
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EDMONTON PUBLIC .....	W. Wees, Garneau School.
EDMONTON SEPARATE .....	Miss Irene Fitzgerald, 10738 108th S
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GLEICHEN .....	Miss A. H. Noble.
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HARDISTY .....	Mr. Foster.
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MAGRATH .....	Miss N. M. Taylor.
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MEDICINE HAT HIGH .....	Mr. G. M. Dunlop, Alexandra High School.
MILLET .....	E. Anderson
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LINFIELD .....	Mr. W. Wallace
ROSEMARY .....	Mr. McNamara, Rosemary

Newly appointed Secretaries of Locals are asked to inform Headquarters immediately after appointment in order that our record may be kept up-to-date. The list of Locals and Secretaries will be published every month in the A.T.A. Magazine.



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## Provincial Executive Interviews Minister of Education

The Provincial Executive, supported by J. W. Verge, Calgary, W. H. Todd, Edmonton, H. H. Bruce, Lethbridge, met the Minister of Education on Friday evening, July 12, for the purpose of presenting resolutions passed by the last Annual General Meeting, and of taking up with him the question of inspection, more especially of the city schools.

The Executive stressed the need of amendments to the Prescribed Form of Agreement in the following respects:

(1) The *two* days' notice in Clause (6) should be changed to *ten*.

(2) That it should be made impossible to dismiss a teacher except for proven inefficiency, misconduct or neglect to obey a lawful order of the Board.

(3) That the teacher's salary be paid on the same basis as grant is paid by the Department, e.g., 1-200 of the annual amount for each teaching day.

(4) That teacher representation be provided for at the meeting called to discuss the termination by the Board of the teacher's agreement.

The Executive requested again that Easter week be made a statutory holiday and that several of the statutory one-day holidays—Arbour Day, Ash Wednesday, etc.—be dispensed with.

The Conciliation Board was discussed at length, and the Executive asked that the statute be so amended as to make wider the scope of the work of the Board, and generally to make the Board effective rather than useless as at present.

The Minister was also asked to provide that the only bona-fide complaints to be accepted by School Boards bearing on contemplated dismissals of teachers be in writing, or made by complainants in the presence of the teacher, who should have full privileges of

reacting to such statements or complaints.

Cumulative sick pay was asked for also, and that no deductions be made from current month's cheques on account of absence from school of the teacher by reason of sickness, but that adjustments be made from the last cheque of each term.

In view of the disadvantageous position of teachers and Boards with respect to acceptance of appointment by the teacher before the prescribed Form of Agreement has been duly executed, the Executive laid before the Minister the idea that any written message duly authorized by a School Board, and sent to the teacher by a School Board official, be a binding agreement in lieu of the regular agreement until such time as the latter has been signed.

An Advisory Board similar to the Manitoba one was requested. This Board has the duty of dealing with examinations, conduct, etc., of Normal schools, certification of teachers, and other powers, and is independent of the authority of the Minister.

The attention of the Minister was called to several cases where Boards were amending the Prescribed Form of Agreement, all of which amendments must be approved by the Minister. It was pointed out that in the majority of cases these amendments were "forced" upon the teachers, in that a refusal to sign means a severance of their connection with a Board, with consequent economic loss through seeking positions elsewhere, and being compelled to start with initial standing on the schedule of the new Board. The Minister was requested to consider carefully before approving all such amendments, and not merely have such amendments approved or filed as a mere matter of official procedure.

The Board consists of three elected teachers, an elected inspector, and eight others appointed by the Lieut.-Governor-in-Council. The Minister opposed this idea as a backward step. The final responsibility for educational matters should, in his opinion, be vested in an elected representative of the citizens, answerable to the Legislature, not in any Commission or Board.

With respect to the Examinations Board, the Executive expressed the opinion that the representation of teachers should be increased so as to provide for a Public School teacher as well as a High School teacher to have direct touch with examinations.

Many resolutions bearing on examinations were placed before the Minister:

(1) Requesting that qualified teachers only supervise at Departmental examinations.

(2) Opposing tests involving several subjects combined.

(3) Asking that all Grade VIII. pupils be required to write on the Departmental examinations.

(4) Opposing Departmental examinations being conducted in July.

(5) Recommending that the standards in valuing answers in all Departmental examinations be raised.

(6) Requesting that all marks obtained by High School students in Departmental tests be sent to the Principal of the High School.

(7) Recommending the publication of an Honors List of Students.

A very strong plea was urged against the system

## Members, Attention!

The address of Headquarters is now changed from  
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instituted last year of sending to the cities groups of inspectors to visit the schools in winter. It was suggested that different inspectors stressed different subjects, and had widely divergent views as to the standard of attainment of the same teacher. An ignorance as to which particular inspector would visit the teacher placed the teacher at a serious disadvantage, in that it is impossible to direct the work throughout the year into channels likely to fall into line with the particular views of the supervising officer. The consequence of this is that teachers have received altogether different estimates on their work than has heretofore been the case. Statistics were quoted showing the disparity between the standard of grading of different inspectors. Some inspectors gave a large percentage of "Excellents" while others gave none.

In view of the fact that there is a tendency on the part of certain city Boards to stress more the inspectors' reports in relation to the standing of the teachers on the schedule, the teachers feel that more standardization in inspection is necessary — standardization which is impossible, apparently, by the "group" system of inspection.

A resolution asking that inspectors of High Schools be requested to send in written reports to teachers whose work they have inspected, was also presented.

The old, old question of the non-issuance of permits and inferior certificates of qualification was again urged, and the Minister was thanked heartily for the putting into effect of the regulation refusing admission to "conditioned" students to Normal Schools.

One other matter re inspection was also dealt with: the disapproval of the cutting down of the inspectorial staff in rural districts, and the calling from the rural districts of inspectors to inspect city schools during certain times of the year. More inspection and helpful criticism from inspectors was suggested—not less.

Mr. W. H. Todd, of Edmonton, spoke to the resolution asking for the establishment of a Faculty of Education in the University which could grant a degree on education. He suggested to the Minister that he appoint a committee consisting of three, one to represent the Department, one the Alliance and one the University, who should delve further into the matter and report to the Minister.

The Minister listened very attentively to the arguments presented by the delegation, and he reacted very favorably to several of the suggestions made, and the Executive has high hopes that at least the majority of the reforms asked for will be put into operation.

### Midsummer Executive Meeting

The midsummer meeting of the Executive was held in the Alliance Offices, Imperial Bank Building, Edmonton, on Wednesday and Thursday, July 2nd and 3rd.

The President took the chair, and all other members of the Executive were present.

The General Secretary-Treasurer reported with respect to law cases under consideration.

A letter was read from one of the Calgary Members of Parliament stating that he had been unsuccessful in his endeavors to widen the list of "duty free" textbooks for teachers, and it was decided to take up the matter with the Alberta Department of

Education, with a view to extending the supplementary list of textbooks, etc. Further, that the question be aired in the A.T.A. Magazine.

A request from the Calgary High School Local for a grant of Seventy-five Dollars towards assisting the financing of a reception to the C.T.F. delegates to the Victoria Convention who will be passing through Calgary on August 8th, was acceded to.

A resolution passed by the Edmonton High School Local, asking that any funds received by the Provincial body from the C.T.F. Western Compensation Fund be placed in the hands of the Trustees of the Edmonton Strike Fund, was laid before the Executive for their consideration. A report on the Edmonton Strike Fund, prepared by the Finance Committee, was laid on the table for consideration at the next meeting. In the meantime, it was resolved to write to the Edmonton High School Alliance acknowledging the indebtedness to the fund, of the Executive, to the extent of One Thousand Dollars, in addition to any amounts which had been or may in future be paid. Also, it was decided that a report be inserted in the A.T.A. Magazine to the effect that the Executive proposed to dispose finally of the fund and settle the matter once and for all. A delegation from the E.H.S.T.A., led by Mr. McCoy, the Vice-President, was present, and stated that the Edmonton High School teachers, who had suffered greater financial loss than any of the subscribers to the fund, were prepared to have all moneys placed in the fund transferred to a reserve or trust fund for emergencies; provided the subscribers decide to forgo any further claim to reimbursement. If any moneys were to be paid to teachers from the fund, the Edmonton High School teachers felt that their claim to compensation out of its proceeds should be met first.

The report of the Finance Committee, with one or two minor amendments, was adopted. This report dealt with amalgamation and rent of central offices, placing of all accounts in the Imperial Bank of Canada, and the arrangement of a credit of One Thousand Dollars; the issuance of a circular letter by the Finance Committee to Locals and members at large for payment of fees; the publication of the A.T.A. Magazine during the months of July and August; advances by the Alliance to the Bureau; the passing and examination of accounts; interview with prospective salesmen of courses, etc., and, finally, with the bank balances to date.

Mr. Parker, Calgary representative, introduced the question of the powers of the Finance Committee. He recommended the abolition of the Committee as it at present exists, and he was critical of the wide powers they possessed and their interpretation of these powers. He drew attention to the personnel being composed entirely of Northern members. After considerable discussion the matter was dropped, no action being taken.

The resolution referred to the Executive by the last Annual General Meeting concerning a change of policy of the A.T.A. Magazine was next discussed. An immediate and radical change in the material was not favored, it being thought that the members themselves might give the Executive a "lead" on the matter through the type of questions placed in a "Question Box." The final decision was: "That the Executive recommend that a Question Box be opened in the A.T.A. Magazine for teachers in connection with their difficulties (classroom, school organization, professional or legal); also that teachers be asked to send in any suggestions as to how the A.T.A. Magazine can be improved."



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## Notice To Teachers

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The report of the Finance Committee dealt chiefly with the contract between the General Secretary-Treasurer and the Alliance. A formal contract was submitted by the Law Committee, and with a few minor changes it was finally approved and ordered to be executed.

Several law cases were dealt with, after the General Secretary-Treasurer had reported on the correspondence and his visits to the centres of trouble—Innisfail, Wetaskiwin, Monitor, Airdrie and Arvilla. Progress was reported on several law suits under way.

The resignation of Mr. S. R. Tompkins as Vice-President and Chairman of the Law Committee was accepted with sincerest regrets along with congratulations as to its cause. Mr. Tompkins leaves shortly to take the position of Superintendent of Schools for the Yukon Territory. Mr. Golden Woolf, of Cardston, was elected by the Executive to fill Mr. Tompkins' place as Vice-President, and Mr. Parker was appointed Chairman of the Law Committee.

Arrangements were completed for the presentation to the Minister of Education, on Friday evening, July 11th, of resolutions passed by the last Annual General Meeting, which resolutions requested changes in contracts, legislation and Departmental regulations. The following, together with the members of the Executive, were appointed to compose the delegation: Messrs. Verge, Stanley, Todd, Sullivan, Bruce, Conway and Shortliffe.

## The Innisfail Case

The following excerpts, taken from the Innisfail Province, give members of the Alliance a very mild idea of what is wrong at Innisfail:

### THE SCHOOL PRINCIPAL'S RESIGNATION

When it became noised around that the principal of the Innisfail School was to be let out, a petition was circulated praying the School Board to re-engage him in view of the fact that he was accorded an excellent report by Inspector Smith, in addition to his ability, scholarship and sterling character, also his splendid citizenship.

As a matter of principle, we do not hold with the public interfering with the actions of the School Board, as the Board are chosen because of our estimate of their character, coupled with their judgment. If we do not approve, the remedy is at hand on election day.

In spite of the foregoing, we do not believe that the case in hand calls for a departure from the principle enunciated. **The principal has been asked for his resignation without regard to either the report of the Inspector or to the result of the 1924 Departmental Examinations, and without a hint of anything disparaging to his character or citizenship.** This is a most unusual proceeding and worth examination.

Also, Inspector Smith speaks very plainly of lack of co-operation between parents and children in our school, and, apparently, the blame is on the side of the parents.

For the present, all The Province knows about the case is in favor of the principal. We, in common with many others, know that the principal has been criticized by scholars, but, we ask, are scholars going to be the judges as to qualifications of teachers and principals?

Many ratepayers will await the result of the ex-

aminations with much interest, as, if the pupils pan out well in the principal's subjects, there will not appear to have been any excuse for the action of the Board.

If it is true, as has been stated, that a large percentage of the parents wish the removal of the principal, this proves nothing other than lack of co-operation on the part of those parents.

### SCHOOL PRINCIPAL INCIDENT

One week ago Thursday evening a representative delegation of ratepayers waited on the Innisfail School Board, asking that body to reconsider its decision as to the virtual dismissal of the late principal.

The attitude of the Board is said to have not been in the least gracious. In fact, the chairman refused, so we are told, to discuss anything with the delegation unless that body assured the Board that no one acting on the delegation inspired a certain editorial in The Province.

It has been reported to The Province that the Board refused to give the delegation their reasons in effect for discharging the principal. In fact, it is said they resented any meddling by the ratepayers.

The Board met on Wednesday of this week in regular session and decided to stand pat.

As things stand at present, it appears that the only move open to interested ratepayers is to call a public meeting.

The Department has been written to, and the Teachers' Alliance is behind the principal solid. This may mean that the Innisfail school will be closed, or else mediocre teachers fill the place of Alliance teachers, unless the Board reconsider their decision or resign.

The Province believes the Board has acted in a precipitate manner, and that about six families are making most of the trouble in our school. Also, we are under the impression that unruly youth, who have been treated like gentlemen by their principal, are the bones of contention.

The Province believes that the policy of a School Board should be one of retaining a principal as long as possible, consistent with service to the ratepayers, meantime pointing out to him personally his weak points and giving him a chance to strengthen such points, rather than to discharge a principal annually and in this way make it imperative to go over initiation work with each new man.

### SCHOOL BOARD DILEMMA

The Innisfail School Board finds itself facing a more or less serious situation, due to the dismissal of the late principal. The Teachers' Alliance think he has not been justly treated, and as a consequence an advertisement is being run in a Calgary paper warning Alliance members to communicate with that body before engaging with the Innisfail School Board.

A petition for a public meeting has also been circulated, signed and handed to the Board. When the meeting takes place, no doubt both sides of the controversy will be aired.

There are a few points which The Province feels should be given to the ratepayers before a public meeting takes place. To begin with the inception of the difficulty between the principal and the Board, certain complaints were made concerning the principal. Such complaints, to be constitutional, must be made in writing. This was not done up to the time

# "The Teaching of Arithmetic"

By

AMOS O'BLONES, M.A.

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Gentlemen,—

Permit me to thank you for the copy of the "Teaching of Arithmetic," by Mr. Amos O'Blones, M.A. This is not the first time that this distinguished educator has given me the benefits of his wide experience in this field. Kindly thank him for me and allow me to wish you and him a large sale of a little book that is as full of common sense as it is of really solid arithmetical material. I wish that every teacher in Canada could get Mr. O'Blones' spirit in laying down arithmetical fundamentals.

I thank you sincerely.

Respectfully,

ALEX. McINTYRE,

Vice-Prin. Normal School, Winnipeg, Man.

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of the principal's "resignation." Therefore, in this connection, the Board have placed themselves in the position of listening to tittle-tattle, instead of conducting their business in a dignified, constitutional manner.

In the second place, when the board was waited on by a delegation of ratepayers, a member of the Board demanded to know whether a certain editorial in *The Province* was "inspired" by any person on the delegation, before the Board would discuss the matter with the ratepayers. This attitude was altogether indefensible. The matter of *Province* "inspiration" was of no concern to the Board.

That body are the servants, not the over-lords, of the ratepayers, and any member of the Board who is not large enough to forget personal animus when dealing with public affairs is simply a square peg in a round hole. All public men should endeavor to interpret and enact the will of the majority.

Our only comment on these clippings is that the Editor of the local paper has certainly not erred on the side of severity towards the Innisfail Board. The Innisfail School has been for a number of years under unofficial observation by the Alliance; it has always been considered a "hot-bed" of turmoil, travail and discontent. During the past seven or eight years the school has had considerably more than an average of one new principal each year. That fact alone speaks volumes, and after visiting the town and interviewing the members of the Board, both privately and in session, the reason for the "perpetual motion" of principals and the perpetual howling of complaint mongers is not difficult to comprehend—cause and effect are inter-related.

(N.B.—The Alliance disliked to make our member self-conscious, so the name of the teacher concerned is omitted.—Ed.)

## Analecta

### THE WEST AUSTRALIAN TEACHERS' STRIKE

(Ruth Gillette Hardy)

Although it took place three years ago and was mentioned in our Bulletin at the time, there is enough interest about this strike to warrant our hearing more of how it came about and what it accomplished.

West Australia is an immense state, as big as all the United States from Denver to the coast, with a population smaller than that of the state of Arizona, and with only one real city, the capital, Perth. This means that a good part of the state's 2,000 teachers are isolated, in charge of one-room schools, often twenty miles from the next teacher, sometimes with mail but once or twice a week. Think hard what that means in terms of organization and stand still in admiration of the courage and energy that has got over 70 per cent. of all state school teachers as paid-up members of the union and that started and held 95 per cent. of them all in a three weeks' strike.

The Teachers' Union has been in existence more than twenty years, but it never got very far until it raised its dues to one-half per cent. of salary; then after years of agitation and slow growth, it passed the 1,000 mark in membership.

Meantime teaching conditions were increasingly difficult. West Australia is chronically bankrupt. This is not altogether surprising in so vast a territory

that can be populated only after costly public works such as railways and irrigation schemes are completed and where taxes must rest on the slender resources of less than 350,000 people, the bulk of them farmers struggling with droughts and long hauls to market. But the result is that no government can retain power unless it promises rigid economy; we all know that the place where cheese-paring always begins is in the schools. Several times the state government failed to pay salary increments, and at the outbreak of the war it suspended all increments "for the duration." The Teachers' Union agreed to this as a patriotic duty on the understanding that no further savings would be attempted at the expense of the teachers. Nevertheless, the next year, at its wits' end to raise money, the government at one sweep reduced all state pay by 7.89 per cent. The three great groups of state servants, the Civil Service, the teachers and the railway men, protested actively against this "class taxation" and the measure was finally repealed, but the truce on salary agitation was broken.

Meantime the war went on, far longer than anyone had expected, living costs rose to undreamed of heights, the arbitration courts granted one increase after another in wages, those who live by profit were prospering as never before, and the teachers' pay covered fewer and fewer of the necessities of life. Even in 1914 the union estimated that the pay of a beginning teacher, after training, came to the same weekly figure as that the Arbitration Court set for boys of 17 driving grocers' carts! . . . In August, 1919, the Minister for Mines and Railways gave the word of the cabinet that if each of the three services would appoint a representative the government would nominate a fourth and this committee should devise a scheme for running the whole work of the state equitably and efficiently. If the recommendations should include a wages board, it would be granted promptly. Representatives were elected at once, but the Prime Minister did not call a meeting for three months. Then in ten days the committee sent in its recommendations, including a wages board for each service. Dead silence for three and a half months. Then letters saying "it was under consideration." The correspondence was given to the public by the unions; the Prime Minister abruptly rejected the recommendations.

Meantime this common action had drawn the three services closer together, and led to the formation of a Grand Council, which demanded further conferences. These the Prime Minister kept arranging and then breaking off to scurry to Melbourne on political business. "Negotiation" was a will o' the wisp that could be made to furnish indefinite delays.

Finally in April, 1920, the Civil Service took the lead and voted to "go into conference," local euphuism for a strike, whenever their executive gave the call. The railway men and the teachers followed suit. They also voted five per cent. of salary for six months as a defense fund. But as the visit of the Prince of Wales was then due, everybody politely marked time. The teachers undertook to secure public support by addressing impartially the Chambers of Commerce, the Chambers of Mines, the University, the Farmers' Union and the Australian Federation of Labor. From the last alone did they get support; the others talked "constitutional effort," but had no means to suggest that had not been already tried and exhausted.

In July, 1920 (remember that is the middle of the school year in this latitude), the Prince of Wales was departing and the Prime Minister undertook to escort him back to Melbourne; he had got to the first junc-

tion when a telegram recalled him in haste; the whole teaching and Civil Service had struck. The railway men, as one of the teachers' leaders explained to me, not without bitterness, "welched on us, as they did on their fellow-workers in England; they were led to believe that they could get what they wanted if they drew out." The inference was that the cabinet believed the teachers and civil servants would never have the grit to strike without the manual workers. Perhaps it only stung them to redoubled efforts; anyway, there was only a handful who didn't come out.

Think what it meant. It was exciting enough in the metropolis, with two meetings a day, with all the leaders present, with news circulating hourly as to the progress of negotiations. But think of the girl in charge of the sole-teacher "bush" school. Most of them are the young girls who have just finished training, nineteen or twenty years old, inexperienced, and under this centralized system, often a long way from home. The neighborhood was frequently bitterly hostile to the strike, the newspapers were all unfriendly, it was nearly impossible to keep the back-country informed of events at the capital. Yet these isolated girls struck and stuck it out, the whole three weeks, by hundreds.

Two or three heartening things happened at the very beginning. The superintendents are not classed as teachers, but are civil servants; at the first call every one struck, and they threw themselves heart and soul into keeping up the teachers. The faculties in the state's few secondary schools had never been members of the union and were not expected to strike; "the prospect of our sedate and decorous lecturers mounting picket outside government offices would have seemed as impossible as the wildest exploit of Munchausen," writes one of the staff of the Perth Technical School. A delegation from the Disputes Committee visited the Technical School the day before the strike and put the matter so convincingly that the staff voted to go out in sympathy. The academic high school of the capital, Perth Modern School, was not even approached, but the principal is a statesman. He told me their end of the story himself. The Modern School is a big block of buildings set in some eleven acres of grounds, the whole surrounded by a neat four-foot picket fence. When the gates are locked it is no easy matter to get in, as I found the afternoon the director of education took me to visit it. The principal realized that if the Modern School didn't join the strike it would be ostracized forever. There had been no meeting to discuss the matter, but he took authority in his own hands; "I knew some of those conscientious women would come down anyway." So he telephoned the janitor to lock the gates and say to all comers that there was no school that day. Shortly after, the staff of the Modern School met and regularized its position by voting. Within a week the high schools of nearly all the other towns had joined the strike. In a few places the children forced the teachers to join. And resentment has never ceased against the three heads of suburban elementary schools who signed the time-book every morning, then "went home and gathered their eggs."

Sympathy and contributions poured in from the teachers' unions in other states and from labor bodies; the union is very proud of having been able to return all the money untouched; this was due to the strength of the Defense Fund, which met all the teachers' immediate needs and kept nobody waiting more than fifteen minutes for money.

It all ended in three weeks. Each service was granted an appeal board to consist of a government representative, a member elected by the union, and a magistrate as chairman to adjust salaries, anomalies of classification and grievances. Immediate relief in pay was granted to the lower paid groups, and all the board's adjustments were to be retroactive to July 1, 1920. It was particularly agreed that there should be no victimization. It is needless to tell unionists what this has meant in increased unity, energy and self-respect.

The settlement has worn well. Salaries are not high—the state is too poor—but they are agreed to by the representatives of the service. Much of my information comes from the teachers' representative, Mr. Martin F. Darcy, and very little would ever escape his keen Irish eye! What looked like victimization was attempted by consolidating two offices in the Civil Service, thus doing the leader of the strike out of his job, but he appealed so effectively in a federal election immediately after that he was sent to Parliament at a far higher salary than he would ever have got in the Civil Service. The teachers' leader, Mr. J. T. Blair, an elementary principal at the time, was appointed a superintendent in 1923, and in this part of the world superintendents earn their places by ability and energy. And when I was in Perth the director of education had so far recognized the value of the strike's work that he had an appeal on his own salary pending before the board.

—A.F.T. Semi-monthly Bulletin.

#### COST OF EDUCATION

Much has been said that is without foundation about the increased expenditure upon education in this province during recent years.

An examination of the figures show that there has been no such increase, and when all is taken into consideration there has been a decrease.

The report of the department of education showed that in 1913 the total cost from all sources for every child for every day at school was 39.5 cents. Using the increase unit value, prepared by the Department of Statistics in Ottawa, it will be found that 39.5 cents in 1913 has the same value as 60 cents at the present time. But the average cost of education today from all sources as shown in the 1923 report of the Department of Education was not 60 cents, but 48.7, which shows that there was a considerable decrease in the cost of education, rather than an increase.

These facts might well be borne in mind by persons who complain of the increase in costs. — *Calgary Albertan*.

#### BOARD ACCEPTS PAY SCHEDULE FOR TEACHERS

Acting on a request of a committee of Regina Collegiate teachers, the Collegiate Board last night agreed to a schedule of maximum salaries. This will not go into effect until next year and will govern all future engagements.

In the meantime, all teachers at both the Central and Scott institutes are re-engaged without change of salary, although the schedule provides for an annual increase of \$100 subject to the right reserved by the Board to make increases greater than this amount prescribed in each case and to withhold the increase at its discretion.

Regina is one of the few cities in Canada where teachers have not been engaged on a definite salary



schedule, and G. R. Dolan, principal of the Central Institute, explained to the Board that the teachers wished their future to be assured and to know that they were working toward a definite goal.

The schedule sets up four departments at the Central Institute—English, mathematics, science and language and history, and prescribes \$3,500 as the maximum for the head of a department who is a graduate and a specialist in his subject, subject to an amendment introduced by D. J. Thom, K.C., which was opposed by Miss C. E. Sheldon-Williams, "that the maximum for female teachers be \$400 less than for male teachers of the same classification."

Other maximum salaries prescribed in the schedule are:

All assistants who are graduates and specialists, \$3,300.

Assistants who are graduates and non-specialists, \$2,800.

Head of manual training department, \$3,000.

Household science, specialist, non-graduate, \$2,500.

Other assistants who are non-graduates and non-specialists, \$2,200.

It is also set out that, in determining a teacher's initial salary, previous experience elsewhere shall be allowed to count as one-half local service, the number of years which the candidate is entitled to reckon for this purpose being determined by the Board.

It was James Balfour, K.C., who moved the re-engagement of the present teachers without salary increase, and this carried, although Rev. Archibald Young made a strong plea for an increase to the teachers now working on salaries of \$2,200 or less.

Mr. Balfour also wanted appointments of "heads of departments" abolished, but Mr. Dolan maintained that this was an incentive for younger teachers, and Mr. Blair suggested that a senior teacher, unless he was actually appointed head of a department, had no authority over his juniors. With the definite appointment, on the other hand, he was a link between teacher and principal and could be a help to the new teacher.

Discussing salaries, Mr. Blair told the Board that Regina public school teachers were, in some cases, drawing more than collegiate teachers, while Saskatoon collegiate salaries ran as high as \$110 per head per annum more than in Regina. Mr. Thom thought Regina would not get the best collegiate teachers if the only inducement that could be offered a university graduate were to be that his salary might rise as high as \$3,000 a year.

Mr. Dolan pointed out that among the purposes of the schedule was that the teachers wanted to know definitely that they had an increase coming every year without having to ask for it.

Before the schedule was adopted it was agreed, on the motion of Mr. Thom, that the Board reserve the right to withhold increases in any year when the financial situation did not warrant them.

The schedule submitted by the teachers was signed by G. R. Dolan, chairman, V. K. McMillan, L. Allan, N. R. McLeod, W. C. Angus, and W. G. Scrimgeour.

—Regina Leader.

First Lady Student: "He's Professor of Classics at the University, isn't he?"

Second Lady Student: "Yes, and he's a vegetarian, too, so Mr. Jones tells me."

"Did he really tell you that?"

"Well, he says he simply lived on Greek roots."

## Editorial

### WITHOUT PREJUDICE

It is only fair to our membership and to school inspectors, Departmental officials, and our readers generally, to point out that communications which appear in this Magazine are published solely to afford the writers an opportunity to express their opinions and ventilate their grievances, and that opinions so expressed are not necessarily entertained by the Provincial Executive of the Alberta Teachers' Alliance.

On the other hand, it has not been our policy to refuse to publish any communication which is couched in reasonable terms, and which deals with a matter of general interest. And since this Magazine is the Official Organ of the Teachers' Organization of the Province, members of that organization have the right to make use of the Magazine as a means of communication with other members and readers.

### A QUESTION BOX

The Provincial Executive has recently recommended that "a Question Box be opened in the *A.T.A. Magazine*, for teachers, in connection with their difficulties—classroom, school organization, professional, and legal; and that teachers be asked to send in any suggestions as to how the Magazine can be improved."

We shall accordingly open our first Question Box in the September issue. Please see that the box is full.

### BRAVO FOR THE MINISTER OF EDUCATION

Nothing which the Department of Education has done in recent years is more likely to improve the efficiency of our educational system than the recent Departmental regulation requiring all Normal School entrants to have **full Grade XI. or Grade XII. standing** before admission.

The Provincial Executive of the A.T.A. complimented the Minister on his stand in this matter; and we think that the teachers of the Province generally should express to Mr. Baker their appreciation of his effort to raise the status of teaching in Alberta.

### A COMPOSITION SCALE

We are informed that a Committee has been formed at the Summer School, University of Alberta, to prepare a standard Composition Scale for Grades VIII, IX, and X, under the direction of Professor E. D. MacPhee.

All teachers interested in this work should communicate with the A.T.A. Bureau of Education, or with Professor MacPhee at the University.

There is already a Committee at work on a Spelling Scale; this new Committee will carry forward the work of establishing definite and accurate scales of achievement in the subjects of the Public and High School Courses.

## Need To Reconstruct English Schools

London, Feb. 23.—The Labor Government in Great Britain starts its career with conservative discretion that should reassure even the most excitable inmates of Rothermere journalistic institutions. For this year, at any rate, we shall get little that we might not have had from a rather left-handed Liberal cabinet. Social revolution is in no hurry to arrive.

The recognition of Russia is all to the good; the treatment of foreign politicians in office as though they were statesmen, and the serious little visits and talks are ever full of promise. If you treat a politician as a statesman sufficiently it is possible he will become one. It is to be hoped the economies upon military things will have a certain courage, that we may see the last of the costly guards, uniforms and such like gilt on the royal gingerbread this year. A democratic monarchy with a Labor prime minister should wear plain clothes.

### EDUCATION THE TEST

But these are minor matters. The immediate test of the Labor Government's quality will be its treatment of national education. There is no excuse for just carrying on. The British educational policy since the war has been mean and deadly. Children insist upon growing up; at present most of them, for all practical purposes, achieve the status of unemployed adults, undertrained blacklegs at fourteen. Secondary higher education is a dislocated muddle.

I do not want to undervalue British education. Compared with other countries, the common citizen of Britain is well educated, well informed. He is—though many Americans are loth to realize this—better educated, better informed than the average American common citizen. But compared with what is needed in a great modern state he is pitifully, dangerously under-educated. It is impossible for the Labor Government to realize its ideal of a highly organized community, inspired not by profit-hunting, but by a spirit of co-operative service, working and producing abundantly for the common good, with the British population at the present level of education. To raise that level is a necessary condition to the successful extension of public service into economic life, the replacement of the money scramble by economic order.

### CHANCE FOR TREVELYAN

For this reason Mr. C. P. Trevelyan is, for me, the most interesting and hopeful of all the new Labor ministers. With his family tradition of high scholarship and liberal innovation, with a new ferment of modern creative ideas in his mind, we may hope for a very bold, broad handling of the problems of British education. To him is given the opportunity of welding the disconnected parts, some quite good, some extremely inadequate and defective, which make up the British education resources of today, into what may be the first completely comprehensive modern educational system in the world.

The first thing needed for the achievement of such a task is the complete, final recognition of the fact that such education must go on at least to the age of sixteen; that it must include a general knowledge of the history of the world and mankind; the elements of political and economic science, some knowledge of the methods and scope of biological and physical science;

a reasonable acquaintance with, and the use of, at least one foreign language.

The raising of the leaving age to sixteen was promised some years ago by Mr. H. A. L. Fisher, probably the feeblest statesman who had ever been overruled by his political associates. That promise was made when Britain had become "a land fit for heroes" under the eloquent gestures of Lloyd George. It is for Mr. Trevelyan now to make that promise a reality.

### CARE FOR INFANTS

But it is not only upward that the school age should extend, but also downward. It should be possible for poor parents who cannot afford a nursery to send their children to the people's schools at a quite tender age.

Children of prosperous people have a governess, or in towns go to some properly equipped infant school by the time they are four or five. The children of the working-class woman knock about home with the mother too busy to give them sufficient educational attention, their only open air the street. They miss the beginnings of drawings, modelling and such like play; they do not get sufficiently talked to; they get little or no music; they start with that much handicap. Vile attempts at economy in British education have meant grave retrogression in this respect. The schools must be reopened to infants, facilities for infant teaching restored and extended; the public infant school must be a day nursery of the poor.

Both these extensions of the school age will require more teachers. Even as it is, British schools are scandalously understaffed. Not only is that so, but many of the existing staffs are under-trained and under-educated for their work. I cannot conceive of British education as a satisfactory system with less than quadruple the number of teachers at work than are now employed.

### BETTER TEACHERS NEEDED

Moreover, they must be better teachers. When British elementary education was organized in the seventies of the last century, it was done in the shabbiest, cheapest way possible. Those were the days when English women of the prosperous classes would become half frantic with jealousy, hate and derision at the idea of a housemaid wearing a fringe or a cook going out in pretty clothes on Sunday; that was the spirit of the times.

It was intolerable to them that the poor man's brats should be taught to be really educated persons. Prospective teachers of the general public, therefore, were not sent through the universities and made part of the general comity of educated men and women. They were put apart into mean, bleak, restricted training colleges of their own; everything was done to establish and maintain a sense of social inferiority in their minds; they were intended to feel the superiority of the parson, the lordship of the manufacturer and the squire.

Never has a profession risen against such obstacles and disadvantages as the British elementary teacher. It is for Mr. Trevelyan to complete the expansion and liberalization of these training colleges, to see that they get at least staffs, libraries, laboratories and facilities of interchange necessary to incorporate them completely in the university system of the land. Or else to hand them over to the local authorities as lunatic asylums or something of that sort, or to reconstruct them to meet the housing shortage, or just simply dynamite them and send the whole of the next generation of

teachers through the universities.

#### GRADING OF SCHOOLS

Having secured an adequate supply of soundly trained and educated teachers, with the whole youthful population—except those attending many excellent private preparatory schools in Britain—going up to the age of sixteen at least to the publicly maintained schools, it will be possible for Mr. Trevelyan to give his mind to the very urgent problem of grading the schools.

The organizers of elementary education in Britain seem to have thought that a school was just a school. But children under the age of twelve require very different educational surroundings than those between twelve and sixteen. A junior school may well be a mixed village school, as close to the mother as possible, a small school, bright and home-like. The second school needs to be larger, with a various staff; the children are already differentiating.

After twelve there must be a choice of studies; one child's education is another child's poison. Moreover, the equipment needed at the second stage is greater and more various.

Educational centres are indicated here, an automobile to collect the youngsters comes happily into the world at this stage to meet the demands of advancing civilization upon rural youth. Over most of Britain the market towns lie eight or ten miles apart; the roads converge upon them; they are the natural places for the second schools. Here is a very pretty and, I should think, very congenial task of reorganization for Mr. Trevelyan. Like Edward VI. of England, it may be his destiny to write his name upon England with a trial of new reconstructed schools.

#### PUBLIC SCHOOL REFORM

But an educational system that secures merely proper education for every British boy and girl up to the age of sixteen is only the broad foundation of a complete state of education. The English public schools, which are not really public at all, which retain their boys in a state of loutish athleticism two years or more after they should be in college, a miscellany of upper class girls' schools; universities that are partly continuation colleges, partly universities for real intellectual work and interchange, much incommoded by undergraduates' rags, solemn athleticism, and the pervading adolescent clamor, antiquated, boring, legal, medical and professional training; indeed, the whole tangle of the class-conscious middle and upper class educational institutions in Britain would be enormously benefitted, I hope will be benefitted, by a bold—even though it were at the time not entirely successful—attempt at reorganization upon modern lines.

Once people have been set thinking about these things, they will never stop as they are. The very mischief at present is that we take most preposterous arrangements for granted, because we are used to them.

#### THE PLACE OF CLASSICS

It will not be necessary to stir the venerable, quiet tradition and ripe uses of Oxford and Cambridge very greatly. Somewhere the fine traditions of classical scholarship and stylistic mathematics should be preserved; there seem to be their appointed refuges. But there is now a constellation of other, more conveniently situated provincial universities which are still miserably cramped and poor. For all that, several are doing quite first-class university work. There exists now

in London, in spite of neglect and misdirection, a great group of literary, artistic, scientific, legal institutions which cry aloud to be grouped and correlated upon broad, congenial lines as an effective intellectual nucleus of the British Empire, even perhaps of the English-speaking world.

It is to the loosely co-ordinated institutions, within and without the present so-called University of London, that I hope Mr. Trevelyan will chiefly direct his attention as the apex of the pyramid I hope to see arising, based on the existing preparatory school, on the refashioned public school, relieved of its too mature seniors, on the revised and strengthened free junior second schools, which should take the place of our existing elementary schools.

—H. G. Wells, in *Vancouver Province*.

### Professor Ross Fears Over-population

Professor Edward Alsworth Ross, the eminent sociologist, who twenty-three years ago invented the phrase "race suicide," expressed alarm at the increase of population to a Brookfield audience on January 24th. He insisted that a wider extension of knowledge of means of checking the rapid increase of population among the masses "was the only alternative to letting go and letting the birth rate increase."

Professor Ross, who is one of the great sociologists, a recognized authority in his field, and at present on the staff of the University of Wisconsin, visited Brookwood out of interest in workers' education.

Professor Ross spoke at length on the "Future of Population," which he thought would become one of the most vital problems in America.

#### CRADLES AND COFFINS

"Population accelerating at the present rate would be five billion four hundred million, or three times its present size, in a hundred years, and would exhaust the food supply if every acre available were cultivated as best we know how," declared Professor Ross. He considered it impossible to increase production sufficiently to take care of the increase in population.

With "two cradles filled for one coffin at the present time in America," Professor Ross believed that we will shortly be faced with the alternative of a coolie standard of living or a death rate increased sufficiently to balance the present birth rate.

China, he went on, has a large birth rate. However, half of the children born die within six months; in America, half live to be forty-five years old. Rather than let nature take its course by eliminating superfluous population and allowing the suffering entailed in overcrowding, underfeeding and disease, Professor Ross urges limitation of population as a means of keeping the birth rate down to numbers compatible with a high standard of living.

—*The Brookwood Review*.

You can't convince a man of anything by scaring it into him.

"I see yo' is cleanin' house," remarked Mrs. Johnsing.

"Yes," said Mrs. Marsh Green; "de is nothin' lak movin' things 'round once in a while. Why, I jes' come across a pair ob slippers under de bed dat Ah hadn't seen foh five years."



## The Cash Value of Education

Nine dollars a day! That is the cash value of every day spent in school, according to calculations by Dr. Ellis, of Texas University. His figures show conclusively that our public schools are giving their pupils a greater earning power than even the strongest advocates of education have claimed. "Can we afford to maintain our schools?" The question would rather seem to be: "Can we afford not to?" Can we afford to slacken for one brief period in the preparation of our children for the world in which "the need of education has in a generation multiplied many fold"?

We are frequently told that education broadens and refines, but these results cannot be measured, and we often have doubts cast upon the material value of education. In times like the present, when taxes press heavily from all directions, federal, provincial and local, there is a tendency to see in our schools a place where "economy" may be practised because no cash return is noticed. Is this justified? A study of the amounts spent by nations, provinces or states shows that where the educational expenditure is liberal the wealth of the community is increased. England, with an efficient system, has an earning power per capita four times as great as that of Russia (1896).

"Comparatively few are aware of the close relation between education and the production of wealth, and probably fewer still understand fully the extent of which the wealth and the wealth-producing power of any people depend upon the quantity and quality of education. The people themselves and their representatives in tax-levying bodies need to be shown that no other form of investment yields so large dividends in material wealth as do investments in popular education, and that comparative poverty is not to be pleaded as a reason for withholding the means of education, but rather as a reason for supplying them in larger proportion." (Commissioner of Education, Washington, U.S.A.).

An investment by a Brooklyn association in 1909 gave the following results:

Weekly Salary when	Left School at 14	Left School at 18
14 years of age	\$ 4.00	\$ 0
15 " " "	4.50	0
16 " " "	5.00	0
17 " " "	6.00	0
18 " " "	7.00	10.00
19 " " "	8.50	10.75
20 " " "	9.50	15.00
21 " " "	9.50	16.00
22 " " "	11.75	20.00
23 " " "	11.75	21.00
24 " " "	12.00	23.00
25 " " "	12.75	31.00

Total salary when 25 years of age .....\$5,112.50 .....\$7,337.50

It is seen that already at 25 years of age the boy who had remained in school till he was 18 has received about \$2,000 more salary than the boy who left at 14, and was then receiving \$900 per year more. The same report quotes figures from a different point of view as follows:

Salaries in the New York Bridge Department—  
In positions demanding only reading, writing

and arithmetic .....	\$ 982.00
In positions demanding high school and commercial courses .....	1,729.00
In positions demanding high school and two or three years of college or technical education .....	2,400.00
Surely education is a profitable investment.	

Taking the average salary of the educated and the uneducated at \$1,000 and \$500 respectively, and the life of the earner at forty years, it is clear the educated man receives \$20,000 more than his uneducated fellow. Taking the school life as 12 years of 180 days each, we thus arrive at a gain for education of \$9.02 per day. The conclusion is inevitable. The child who stops out of school to earn less than \$9.00 a day is losing, not making money.

As Southern Alberta is primarily a farming district, we will quote figures showing the influence of education upon farming in New York. The investigation covered 1,303 farmers in four townships, and showed that no college graduate had been reduced to the position of a renter and only 17 per cent. of the renters had more than district school education.

The annual labor income was	per year
Of 1,007 with district school education .....	\$318.00
Of 280 with high school education .....	622.00
Of 16 with college education .....	\$47.00

Of those with high school education, 20 per cent. were making over \$1,000 per year, while only 5 per cent. of those with district school education were making that much.

That there must be an intimate relation between education and earning power is obvious when consideration is given to the demands of modern industry. Bounteous products would avail little to an illiterate people unable to provide modern transportation to move them; rich mineral deposits are so much worthless rock without knowledge of chemistry and metallurgy. Perhaps the best example of the influence of education in modern business is that of the "allied industries" which have grown up with those of oil production, meat packing, etc. As a concrete example we might mention the instance of the Tennessee Copper Co., who, when sued for damages caused to vegetation on neighboring land by sulphurous fumes, called in the expert chemist, who by his superior knowledge was able to stop the injury to vegetation and convert the fumes into sulphuric acid, one of the profitable by-products of the smelter.

In law, in medicine, in teaching, in manufacturing, in trade and industry of all kinds, there is a constantly increasing demand for education. We cannot afford to neglect it, for the nation which does so will surely danger the economic existence.

Note.—All figures quoted in this article are pre-war and with other matter will be found in "The Money Value of Education," by Dr. A. Caswell Ellis, Professor of the Philosophy of Education in the University of Texas, and published by the U.S.A. in 1917.

—Lethbridge Herald.

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## Results of Education

Our educational system is not infrequently subjected to criticism, not to say abuse, at the hands of the layman on the score that it is not getting the desired results or that they are not commensurate with the efforts expended. Such criticism may seem to be well grounded, but a good deal of it is vitiated by the assumption of the critic that the standard which he sets up is the only one by which educational results should be measured. Now it is impossible for the school to adapt itself to the idea of everyone, and a criticism of our education can only be just when it first reaches some conclusion as to the standards by which it can fairly be measured. The present discussion is an attempt to clear away some of the confusion by which the question is surrounded.

People are prone to demand of education a finished product. It must be remembered that the work of the schools is preparatory—that the student continues his education in the greater school of life.

The cause of such confusion in the criticism of education today is that each person has his own favorite pattern in mind, and, if the schools do not turn out a product moulded in accordance with his conception of what it should be he deems the educational system a failure.

To quote the Manchester Guardian:

"What is wrong with this method of approaching the question is not that some of the criteria applied are foolish, though of course they are. It is that all of them are on the wrong plane. They are too subjective. They assume, that is to say, that the purpose of education is to mould children to a certain pattern which commends itself to the critic; that it is successful when it does this, and unsuccessful when it does not. But this view is fallacious, unless accompanied by such large qualifications as almost to destroy it. It is fallacious because it does not fit the facts. The facts from which education starts are the child and its need of growth. Children will grow up somehow (unless, as many do, they die prematurely) whether they are "educated" or not, for they do not come to life for 27½ hours per week and hibernate for the remaining 140½. But experience shows that, like plants and animals, they will grow vigorously in certain environments, and feebly, or not at all, in others. The fundamental problem of education is to discover and provide the right environment, and the school is simply one attempt to solve it, for it is an environment, above all a human environment, specially equipped and staffed to aid growth. Hence the roots of education are in the realm of biology, since growth is, in the first place at least, a biological process. Instruction or "indoctrination," which some impatient critics regard as education par excellence, is one element in it, and, at certain stages, an element of immense importance; for human beings do not grow to their full stature unless they come, in the words of Dr. Nunn's moving address to the British Association, "into fruitful contact with the finer elements in the human tradition." But it is only one element, and at other stages it is a quite subordinate one; it is possible, indeed, that throughout the earlier part of the educational process it ought to be a good deal more subordinate than it is. Education, in short, is not an art which can be invoked, without danger of grave disaster, to give human beings the color and shape which are thought likely to be of

convenience to any particular form of social structure or type of adult interest. It begins by asking, not what children ought to be, but what, in fact, they are. It is concerned, not merely with aiding to them certain accomplishments thought desirable by their elders, but with enabling them to develop, to exercise their powers, to become, in fact, themselves. The one fixed point, the one centre on which everything turns, is the child and its need of growth; all else, however laudable, is secondary."

Education is concerned, then, not with merely producing a machine to earn dollars and cents or creating an automaton to carry graceful accomplishments, but with enabling the child to express his own individuality. Education means opportunity for development physically—mentally—morally. Can we question the value if results? Sweden allots physical culture a high place in her educational scheme, and the remarkable virility of her people answers the question of results. Can we doubt the value of the removal of the handicap of malnutrition, carious teeth, and adenoids—simply an improvement in the conditions under which the child grows, rendered possible by school medical service.

These latter years have forcefully demonstrated the profound influence of education along ethical lines, in the contrast of the "might is right" concept of the product of the German schools and the "fair play," "play the game" of the Britisher.

And mentally? Only note the marvelous change in Denmark in three generations from a poverty-stricken land of a servile race to the prosperous country of intelligent farmers of today—result of education. Contrast Russia's ignorant peasant population with the skilled workmen of Belgium—result of education.

Intelligent organized labor is reaching out today for education. They realize that for successful co-operation the mutual understanding that comes with education is necessary, and in the highly organized industrial world how necessary is this intelligent co-operation.

"Skilled labor" is in demand—a developed power of the individual through education. And this suggests another point. A child permitted to develop in a favorable environment to the years of adolescence has the opportunity of learning his own particular aptitudes and is able to choose his life work accordingly. As this is realized more and more the appalling wastage of ability will decrease.

To quote again from the same source:

"Who can measure the heightening in individual achievement as well as in social efficiency represented by that increased ability to choose an occupation instead of being thrown into one at twelve? All large scale organization involves the co-operation of numerous minds and wills for a common end; co-operation is made possible only by a greater or less degree of mutual understanding; and mutual understanding is impossible under modern conditions, without education.

Less tangible, but probably, in the great scheme of things, vastly more important than all, is the opening to the individual of the world of thought, romance, music, and art, wherein he may see pleasure, inspiration, or consolation according to his needs.

—*Lethbridge Herald.*

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FRED S. WARREN, Smoky Lake.

The inefficiency of our rural school system is a disgrace to Alberta. The object of this article is to suggest a remedy.

The majority of Normal School graduates have taught for ten hours in a graded city school. They are then hurled out to the prairie sage and lonesome muskeg to a school with five or ten grades and from twenty-five to ninety pupils. It takes from three to five months to become so disgusted that many quit for good. Next year this nonsense is repeated, the experienced teachers are underbid by more High School children, and the Department of Education looks solemn while this comedy or tragedy completes its vicious circle. I imagine a business corporation throwing its jobs open each year to the cheapest bidder, yet that is the method under which rural education is conducted in Alberta. It is not uncommon for refined, educated people to see their children grow up scarcely able to sign their names. In spite of these handicaps, a rural pupil sometimes reaches Grade VIII.

The course of study recommends two hundred and eighty books that the rural teacher is supposed to be familiar with. At the English class in the Normal School we were also advised to read one classic a month, take a daily newspaper, several magazines, and get a good encyclopaedia. The question is, Where will the teacher get the money to buy all this literature and also the time to read it? It takes several years' practical work to learn most trades and professions, yet many people think that anyone can teach school.

### ECONOMY

The majority of trustees believe in economy. If the school needs to be painted, or they need more land or a stable, they close school a month longer that year; in other words, the teacher pays the bill. To "fire the teacher" nearly always lowers the taxes a dollar or two, hence the trustees lose no popularity; to the teacher it means a loss of one or two hundred dollars and a blurred reputation. The teacher may be dismissed at any time on thirty days' notice, for no reason whatever. The blazing injustice of this might sink home to the farmers if they could be put off their farms merely for inefficient management.

The Course of Study says "the following books must be in the school library." The trustees say, "If you make us buy those books, get out." The Department of Education says teach according to the Course of Study; the trustees say, "If you don't teach the way they used to when we were boys, we don't want you." The School Ordinance says report absentees; a trustee may tell the teacher that if his children are reported the teacher will have to move on. Maggie says, "You must buy a flag"; Jiggs says, "I'll fire you if you do." Only a fat and good-natured person could stand it. All teachers are good-natured.

The "permit" teacher realizes this local power and is forced to sell out to it. No matter how much we may admire or respect them as individuals, we can only be disgusted with a system which permits such a travesty on education.

In Brandon the school system was so destroyed by the starve-the-teacher idea that education was wrecked. In rural Alberta, this is a chronic condition.

### TEACHERS WANTED

When we read ads. for a teacher to take nine grades and janitor work for nine hundred dollars a year, we wonder if it was meant for the joke column and misplaced. Take a moderate case of thirty pupils, nine grades, five or six subjects. It gives the teacher about six minutes per subject per grade, to teach the lesson and correct it. All these lessons have to be prepared. Something has to break, either the teacher's health or school efficiency. Too often the people care very little for either.

The next "ad." is for a teacher who will do five hundred and ten dollars' worth of teaching in a year. The teacher often gets a long railway bill on top of this, and many farmers charge town prices for farm produce. A farmer never dreams of counting the cash value of his living as an income, so he is unable to realize that it costs the teacher money to live. Some farmers seem to think the teacher carries his year's salary in his pocket all the time.

Trustees often advertise less pupils and less grades than actually exist, or else tell nothing in the advertisement, whereas it is not uncommon to find a one-roomed school with several grades and eighty pupils. In this case the teacher can only keep school "open"; he can't educate.

### SUPPLY AND DEMAND

The result of the spring of 1923 was enough to convince any reasonable person that dumping an unlimited supply of teachers on the market does not meet the demand. Three months later there were no teachers available. Why? The conditions which the average rural teacher is forced to put up with are so tantalizing that if there were ten qualified teachers for every school in Alberta there would still be a scarcity of rural teachers.

According to the Minister of Education's report, there were 4,729 schoolrooms in Alberta in operation during 1923. Since the Provincial Normal Schools first opened there have been approximately 7,000 graduates, and as many teachers have come from other places, there should be enough teachers for the schools if the conditions were reasonably attractive.

### THE NEW CANADIANS

The New Canadian problem, which will constantly become bigger in Alberta, can only be successfully handled by efficient rural schools. Under the present system the government hands over its power to three men as trustees who cannot read nor write English, and lets them know that the longer they keep school closed the lower will be their taxes, and whoever will do the cheapest teaching gets the school. It doesn't take them long to understand, and then people wonder why the stranger in our midst does not understand us better and admire our lack of system. This is an extremely important matter for Alberta, and yet is the biggest humbug in the province at the present time. In one case a trustee just out of jail, who could scarcely stutter a word of English, told the teacher how he wanted the school run, otherwise the teacher would be sentenced to a thirty-day notice.

### REMEDIES

On February 8th, the writer went into the teachers' employment bureau at the Department of Education and asked if there were any schools vacant in the vicinity of Smoky Lake. After much search, he was informed that there was one, but they were uncertain about it. As a matter of fact, there were



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ten schools in that neighborhood without teachers at that time. Now, why can't they check over the new Teachers' Contracts every morning and know exactly where they stand?

One more form should be added to the school register annual returns. This should give the necessary information to a prospective teacher re the number of grades, pupils and boarding accommodation or residence. This is never put in the newspaper ads, and is often inaccurate when sent in by the trustees. We should also have compulsory birth certificates. If a parent swears his child is fifteen years of age, when the child is actually thirteen, what can the teacher do?

Teachers may break contracts, the trustees may dismiss the teacher for no reason whatever; the answer of the Department of Education is a yawn. Two rural trustees form a majority of the board, and if the teacher will board with the most influential one or promote his children, he is a good teacher and need pay little attention to anyone else. The Department should either cease to function and give some schools the rigid parsimony for which they clamor, or else the Department should assume control of affairs and not allow local jealousies to destroy rural education.

The trustees are almost as helpless under this system as the teacher. If one school board pays two hundred dollars more for a teacher than another, they are said to be extravagant. It doesn't matter that the cheap teaching is done by a High School child just away from home and the higher-priced work by one who has spent several years' study gaining experience. The trustees are said to be wasting money and must get out. A farmer does not get a veterinary doctor because he is cheap, but because he can save a sick horse. Why not use as much intelligence in hiring a teacher?

When reduced efficiency threatened Edmonton schools, the Labor Party called a meeting and insisted that the children in Edmonton should receive an education. The Provincial Government, knowing that rural children are terribly handicapped, say in effect: "What do we care?"

The present voluntary municipal board is not even a good smoke-screen. The chief remedy is to hire the teachers at the Department of Education and encourage permanence.

The best thing for a young man or woman from Normal at the present time is to start teaching, and for a side line sell insurance, or books, farm, paint barns, audit accounts or report for the papers. Good teaching, good inspectors' reports, hard, conscientious work have no value in rural Alberta; the chances are that at the end of the year you will be somewhere else.

How can a country teacher tell about radio if he has never seen one, or give examples of marches or songs without a Victrola, or teach music without a piano, or have inter-school sports without a car? If teachers were given a decent and permanent salary, most of them would get this equipment themselves. Teachers should get an annual increase for efficiency, based on inspectors' reports, permanence, experience, special qualifications, class of certificate, Summer School work, etc. New Zealand pays their teachers much better than Canada, and even old Ireland with its little farms made of granite pays nearly twice as much as here.

The April number of the A.T.A. Magazine contained an excellent idea in stating that we must educate the public to the need of an education. A man with a steam shovel can do more than the man with a

spade; the skilled practitioner of today more than the barber of the middle ages; a man with an education more than a man who can't read nor write. Many people don't realize this. Teachers must advertise.

#### POLITICS

Under the law as it stands the Progressive Government says to the farmer's children, you don't need an education to cut brush and break sod. The Canadian moujik can live very well in ignorance. As a Scandinavian put it, Alberta needs strong people without money, so they can't get away. Now the farmers and teachers have had the same difficulties and the same enemies to overcome in building up their organization and carrying on their work. The farmers and teachers have a mutual interest in the success of Alberta, but the teacher should be given the same opportunity to make good that a farmer has. Imagine three trustees putting a farmer off his land on a thirty-day notice.

All recent elections in Canada, United States and Great Britain have been won not by a strong platform, but by disgust with the previous administration. The Alberta Government still have this advantage, but cannot hold power forever merely on the strength of original sin. So far the virtues of the Farmers' Government have been mostly negative. Under very adverse circumstances they have effected great economies, and made huge reductions in capital expenditure. This is highly commendable and excellent work. However, we are beginning to suspect that the Progressives are really radical Conservatives. They have acted wisely in not cutting their own salaries. If they are not worth that much they have no right to be there. We need men in parliament who are worth money to themselves. If the public will not pay for brains, private interests will. The high cost of government on the prairies all depends on whether it is figured per capita or per square mile. However, Ramsay MacDonald, Mussolini and Cramer all started out as school teachers. If the farmers cannot run Alberta, there is only one cure left. H. G. Wells says that teachers must become more aggressive and arrogant.

#### THE FUTURE

Our taxes are high, but they would be far higher if we had long rows of spiked helmets and bayonets billeted among us to collect an indemnity. Many soldiers have fought harder to hold land in Canada than they did to hold trenches in France. We can't spend three billion dollars for a war and not feel it. This was the best investment Canada ever made. Now we must pay up. The nation who pays her debts now can borrow money and win the next war. Canada is the only nation whose army has never met defeat. After reading "The Whisper of Death," one is reminded of a Canadian soldier in France who said, "We refuse to die, it shows such d—— poor spirit."

We have hardly scratched the surface of Sunny Alberta, the land of golden dreams, the future industrial centre of Western America, the most progressive province of Canada, "the land where they raise men and wheat." Alberta is the cheapest place in North America to raise grain; we get the biggest crop per acre, we have the world's prize wheat, 14 per cent. of the world's coal, and asphalt enough to pave all the roads in Canada. Lloyd George said Canada would have a population of three hundred million. Alberta will look after one hundred million. Think of such a home market. The question is when these resources are being more fully developed, will the native Albertans be the gang shovelling mud, or the skilled engineers and operators? We have the will to win.

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## Patriotism To The School

A. C. STOODLEY, Principal of Central School, Calgary.

The subject on which I have been asked to speak a few words today is one which I think all will agree is of vital importance to teachers, viz., "Patriotism to the School." It is the function of the school to bring about in the pupils a harmonious development of mind and body, to train them to right habits of thought, to teach them to hate the mean and love the beautiful; in short, to make of them good citizens, who will be true to the best that is in them and an honor to their country. These things should be kept in view by the teacher from the beginning of a child's school career to the end of it, and it is no small responsibility which rests upon the teachers, to guide these pupils through the most important years of their lives, years when their characters are being built up and developed little by little, from the tender years of childhood on into manhood and womanhood, and to be able to turn them forth to the world strong in mind and body, capable of self-control, with a feeling of loyalty to their schools which form the best foundation for a feeling of loyalty to their country. I have mentioned these other qualifications because I think that in developing among our pupils a feeling of love and loyalty to their schools we also unconsciously develop other moral qualities which are equally essential and inseparably connected with it.

If we agree, then, that in order to have ideal conditions and the best results intellectually and morally we must endeavor to instill a deeply rooted love for the school, we must consider how best we can accomplish this. First of all, we must arouse an interest in school and school life, and try to make it pleasant and agreeable. Without this nothing can be accomplished. This means that we, ourselves, must be true and loyal to the school, ever ready to consider its interests before our own, and to make sacrifices readily and cheerfully when called upon, if by so doing we can do anything to further its interests or help on its undertakings. We are told that when we receive good advice we should accept it for its own value, without stopping to consider whether the person giving it follows that advice himself or not. That sounds very well in theory, but we all know that advice coming from one who himself lives up to what he advocates is much more effective. Goldsmith's preacher "lured to brighter worlds and led the way." We should remember, then, that to a great extent we are models for our pupils, and that what we expect of them we should be ready and willing to do ourselves. We have, or ought to have, a convention every year, and I understand at times it is difficult to get enough papers to form a program. Now, I can readily understand that most teachers have enough regular work and find it hard to accomplish anything beyond this. But this is a chance for sacrifice, an opportunity to prove that you are loyal to your school and willing to do whatever little you can to promote its interests.

Granted, then, that the teachers are loyal themselves and enthusiastic about all school interests, this is not enough to stimulate patriotism in the child. The pupils must be made to feel that he is an integral part of a great whole; that much is expected of him; that it is his duty and privilege to uphold the school and keep up its moral tone; that anything that reflects on the honor of the school is a personal reflection on

himself. It ought to be the teacher's aim to bring about this feeling, but how is it to be done? First of all, by making each individual pupil feel that the teacher has an interest in him and in his work, in his life not only in the schoolroom, but outside of it. A boy or girl who feels that the teacher has no further interest in him than to make him write out a lesson twenty-five times if he has it wrong is not likely to have a very great love for his school. The work of the school ought to extend outside the class room, and, therefore, there should be a friendship and communication between teachers and pupils apart from their school work. Some teachers, perhaps, will take exception to this. It is an old saying supposed to have descended to us from Plutarch, that "familiarity breeds contempt," and some think that in order to keep his influence over a class a teacher has to maintain a dignified reserve and shun any attempts at friendliness on the part of the pupils. Now, I do not believe in this. If a teacher loses his dignity or the respect of his pupils by associating with them on more or less equal terms outside the class room, then there is something wrong with the teacher. I think there is no better way to foster the spirit of love and loyalty to the school than for the teacher to show himself eager and enthusiastic about student interests, and to make the pupils feel that they have your sympathy, goodwill and encouragement in all things that are right and just.

This pertains in an especial manner, perhaps, to school sports. We are coming more and more generally to a realization of the necessity for athletics in our schools, and to understand the truth of the old saying "mens sana in corpore sano," a sound mind in a sound body. Arnold says: "A schoolmaster's intercourse is with the young, the strong and the happy, and he cannot get on with them unless in animal spirits he can sympathize with them and show that his thoughtfulness is not connected with selfishness and weakness. What we want is cheerful expression, not sullen repression."

In the schools with which most of us are connected we have no gymnasiums, and our athletics must resolve themselves into outdoor sports, which, after all, are the best and most enjoyable. The most popular games among the boys and girls seem to be football, basket ball, baseball, hockey, etc., and while these seem to be stressed—chiefly in our High Schools and Collegiate Institutes—I see no reason why we cannot have athletic clubs in our rural and public schools as well. There is just as much time for it, just as good material to choose from, and just as many advantages to be derived from it in promoting patriotism to the school. Good, clean, healthy sport ought to be encouraged by every teacher, and by allowing our school teams to compete with the teams of other schools we develop in our pupils a feeling of unity and loyalty to their alma mater which perhaps no one other influence could bring about. Let us, then, encourage the boys and girls who strive to win laurels for the school, and try to impress on them always that not only by victory can they do honor to their school, but equally by accepting defeat manfully and cheerfully they do credit to themselves and the institution they represent. In this connection I might also mention class pins, class banners and class colors as great aids in promoting patriotism to the school. Just glance around on sport's field day, or the day of a match between two schools, at the bright, happy faces of the boys and girls wearing the school colors, and see whether you do not think they are proud of the colors they

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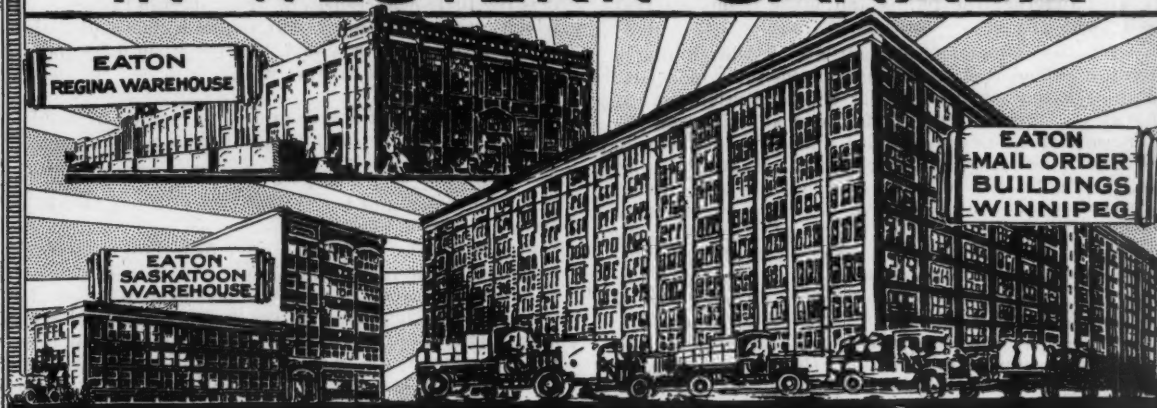
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wear and the schools they represent.

Another important aid in developing this feeling of "esprit de corps" is a Literary Society. Here we test the results of the education which we are trying to give to our pupils; whatever trains the judgment and cultivates self-reliance, leading the pupils to think while on his feet and act for himself, is fitting him in the highest sense for good citizenship. We have all heard the old maxims "Expression crowns impression" and we must "learn to do by knowing and to know by doing." "Discimus faciundo" is a very good motto, and this is the great advantage of a Literary Society. The pupils learn to express their thoughts before the assembled classes, they learn the methods of procedure to be used in conducting meetings, they are obliged to do their share when called upon to contribute to the program, and in after years they will look back with gratitude to the Literary Society of their school days which taught them to have high ideals and to give expression to them openly and fearlessly, and to be able to take their places in the great world of men and women who are capable of having intelligent opinions on the great questions of the day, and both willing and able to express these opinions.

In junior classes in our public schools where we cannot have a Literary Society, we have a good substitute in the Friday afternoon concert, as we used to call it, where each little pupil is called upon to do his share. The time spent in this recreation is not lost; it is repaid tenfold by the added interest and zeal which the pupils have for their work when they feel they have this hour to look forward to as a fitting close to the week's labors, and it works wonders in the way of promoting love, interest and patriotism to the school.

In connection with the Literary Society, or sport from it, we may also have the school paper, one which deals with all that is bright and breezy in a student's life, and endeavors to foster and increase that feeling of good-fellowship which should exist throughout the school. Treating, as it should, with all that interests the school in general, it should serve as another link to bind together the pupils and make them feel that unity which is so necessary.

Another important element also in developing a love for school is music, either in the form of a Glee Club or as part of the regular school curriculum. It elevates, empowers and strengthens all who hear it; it is a protection against vice and an incitement to virtue. Songs learned in childhood are ever dear to us; their notes will be heard and loved in after years. Music appeals to almost everyone; but we may have some pupils to whom it appeals especially, sensitive souls who are not much interested in the more energetic kind of recreation but whose love for school will be traceable to the influence of the music they learned there. We need music in our schools, then, in some form or other, to refine, encourage and brighten the lives of our pupils and thus lead them to a truer and nobler love for their schools. Calgary bears a name among cities for the high standard of musical attainments reached by its schools.

Then I would mention the practice of having Commencement Exercises as a valuable means of promoting patriotism to the school. Unfortunately, this commendable practice, if it ever existed to any great extent in our schools, has more or less fallen into disuse, but its revival is worthy of consideration. Such an occasion would materially aid in strengthening and perpetuating the admirable esprit de corps of the class and in further cementing the kindly bond that exists

between teachers and pupils. To come together for some common purpose before leaving the old school forever, should be an inspiration in itself. The trying ordeal of examinations is then over; the old relation of instructor and pupil exists no longer; but all meet on common ground to enjoy a few hours together before each goes his separate way. I cannot see how the result can be otherwise than helpful and inspiring, and it would leave our pupils a bright memory of their last days in their alma mater.

Nor is it necessary for the Commencement Exercises to be the last gathering of the class. For a few, the departure from their school is but the beginning of a new and larger life of study when they enter the University; but for the many it means that they are standing on the threshold of the throbbing, busy world of practical activity. When they bid farewell to the school, must they give up the friendships formed through years of companionship? The friendships formed in school at the most impressionable period of our lives—in that plastic period when impressions grow with their growth and deepen with their depths—are sometimes the deepest and most lasting, and it is a good thing for the school and for the individual that the ex-pupils have a chance of renewing their friendly relations from time to time. This can be done by having class reunions, or, what is better still, by forming sort of an alumni society of the school.

It would scarcely be possible to have alumni societies in connection with our public and rural schools, but they would be indirectly affected by the practice. He who would command must first learn to obey, and he who would train pupils to a patriotism for their school must have the feeling himself.

So by sending forth from our High Schools teachers who are patriotic to their school and bound together by an Alumni Society, we do much indirectly towards promoting patriotism in the schools over which these teachers will hold sway.

In conclusion, we must remember that patriotism to the school cannot be taught; it must be inspired little by little. Life is made up of trivial things, and it is the little occurrences of every day and every hour which tend to develop in our pupils a true and enthusiastic love for their school. As the little ditty has it, which we all have heard so often:

"Little drops of water and little grains of sand  
Fill the mighty ocean, and form the solid land."

In all our relations with our pupils we should try to be courteous and kind; ever ready to bestow pleasant words, genial smiles, good wishes and good deeds. We should have high ideals and foster high ideals in our pupils, training them to feel a personal responsibility for the moral tone of the school, and a love for it which will last long after they have left the old halls. They should feel that much is expected of them and that they owe it to their school and those who have spent years in training them that they leave their impress for good upon society, and that it can truthfully be said that the world is better because they have lived and worked. Thus can we develop a healthy esprit de corps, uniting all by a closer bond of sympathy and making us feel indeed that we are "all for one and one for all."

Farmer's Wife: "I wish, Abner, you would kill a chicken for dinner today."

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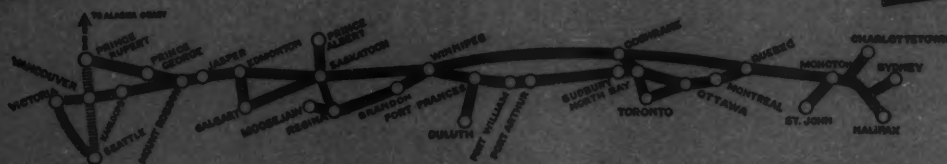
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